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ABSTRACT

This document assesses the impact of two-week in-service training programs provided for eligibility workers in Kentucky Public Assistance Offices. Approximately 15 trainees participated in each of the three training sessions. Each trainee was a State employee who was required to conduct interviews to determine eligibility for medical assistance, money payments, SSA unemployment insurance, or food stamps. The average age of the participants was 34, and the average level of formal education was less than one year of college. The training sessions were designed to develop interviewing and counseling skills, appreciation of values held by different groups and a greater understanding of human behavior. The participants were first trained to discriminate among different qualities of helper responses. They then practiced written responses to client statements of distress. Emphasis was placed on assisting the participants in sharpening their skills in making appropriate oral responses to client statements of need. The assessment of the enrollees' growth in discrimination, written communication and oral communication skills was made by administering paper-and-pencil tests and by scoring role-playing interviews prior to and following training. The data show that the interviewing-counseling skills of the participants were considerably improved at the end of traiping. Tables and appendices of paper-and-pencil tests are included. (Author/NM)

ED 092841

INTERVIEWING SKILLS RESULTING FROM SHORT-TERM TRAINING

AN APPRAISAL OF THE PUBLIC SERVICE CAREERS TRAINING PROJECT

CONDUCTED AT

THE UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY

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FROM April 1, 1973 TO July 31, 1973

UNDER CONTRACT WITH

KENTUCKY PUBLIC SERVICE CAREERS

DEPARTMENT OF PERSONNEL

PERSONAL SERVICES CONTRACT # 50749

Prepared by:
Jack Sturges

CS 008 995

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I. INTRODUCTION

The general purpose of this report is to present a description of the Public Service Careers In-service Training Program conducted by the College of Social Professions at the University of Kentucky from April 1, 1973, through July 31, 1973. The training program was offered to employees in the Kentucky Department of Economic Security who were about to be promoted to more responsible positions but who needed additional preparation in order that they be more effective in their new positions. The trainees were classified as Principal Clerks but who were to be promoted to Eligibility Worker II following training and who would be required to determine the eligibiltiy of individuals applying for assistance under the Kentucky Food Stamp Program. The program was made possible through funds provided by Public Service Careers, a division of the Kentucky Department of Personnel; and specifically by contractual agreement (Personal Services Contract # 50749) in the amount of $27,527 between Public Service Careers and the University of Kentucky, College of Social Professions. The training program was funded by Public Service Careers through a contract between Public Service Careers and the U.S. Department of Labor (Contract # PC0408).

Specifically, the report is intended to fulfill the following purposes:

1. To report the degree to which interviewing skills might be improved through short-term training.
2. To furnish a record which will be retained by Public Service Careers and by the College of Social Professions

as part of their records concerned with the nature and effectiveness of in-service training programs.

3. To furnish the Kentucky Department of Personnel with the necessary information on which to base the reports and make appraisals relevant to Public Service Careers in-service training programs.

4. To supply data which would be used in making reports to the Kentucky Department of Economic Security, Social Work educators, and other interested agencies and individuals.

II. CASE HISTORY

A. Chronology of Project

March 23, 1973. Formal agreement to conduct an in-service "upgrade" training program for employees of Kentucky Department of Economic Security made between University of Kentucky and Kentucky Public Service Careers--agreement to conduct the program April 1, 1973 through July 31, 1973.

March 26, 1973. Dr. Jack C. Sturges appointed by the College of Social Professions to design the training program and designated to direct the program.

May 7, 1973. Mrs. Dorothy Mitchell appointed as research assistant to assist in evaluating the effectiveness of the training program.

May 9, 1973. Mr. Larry Pickard appointed as Student Aide to assist in providing instruction.

May 9, 1973. Mr. Denzel Johnston and Mrs. Susan Wickliffe appointed by the College of Social Professions as instructors in the training program.

May 14, 1973. First cycle of training begins -- 18 participants.

June 11, 1973. Second cycle of training begins -16 participants.

July 9, 1973. Third cycle of training begins -- 11 participants.

July 20, 1973. Last day of training.

July 29, 1973. Evaluation of program completed and forwarded to Kentucky Department of Personnel.

July 31, 1973. Contract concluded.

B. Organization and Administration

The training program was organized and conducted independently of existing course offerings and other continuing education programs of the College of Social Professions. Administratively, it was located in the College of Social Professions. Dr. Jack Sturges was appointed as Director and had the responsibility for conducting the program. In addition to Jack Sturges, who devoted full time to the program, Mr. Denzel Johnston was assigned one-half time, and Mrs. Susan Wickliffe also gave one-half time to the program.

Financial matters pertaining to the program's operation were handled through the University of Kentucky Research Foundation. This included the payment of salaries, purchase of materials, and the payment of all other expenses incurred in the operation of the training program. Requisitions for all the expenditures were initiated by the College of Social Professions and were subject to standard University accounting and auditing procedures. Complete financial reports were maintained by Research Accounting, University of Kentucky.

C. Public Relations

Information relating to the project was disseminated throughout the state via the following means: photographs and a cover story were sent to the local newspapers of each of the participants during each cycle of the project (more than 20 Kentucky papers received this information); TV filmings of the participants' training program evaluation session were used as teaching aids in graduate

classes at the College; a description of the project was presented in a speech to a group of Kentucky Social Workers by Ms. Gail Huecker, Commissioner of the Department of Economic Security; and information about the project was provided by the participants to individuals in their home communities.

D. Selection of Participants

The 45 participants were selected by the Department of Economic Security. Those who were selected were, in most instances, workers who had been employed in their present position for several years and who were classified as Principal Clerks, but who, with some additional training, would be eligible to be promoted to more responsible positions. Following training, the participants were eligible to be promoted to Eligibility Worker II in the Kentucky Food Stamp Program. The selection was made cooperatively by officials in the Department of Economic Security and in the Department of Personnel.

Those who were elected to participate in the inservice training sessions were notified by the Kentucky Department of Economic Security. The Department also informed the participants about where they were to be housed and where the training was to be conducted. The College of Social Professions also provided each participant with a letter indicating training dates and the like. Appendix A shows sample letters of notification of election for enrollment from the Department of Economic Security and from the College of Social Professions.

III. OPERATION OF TRAINING PROGRAM

A. Physical Facilities

The project was housed on the second floor of a home which had been converted for office and classroom use. The facilities included three rooms: One used for office space (two desks, typewriter, telephone, supplies closet, etc.), one room was used as a classroom, and one room was utilized for small group discussions, individual interviews, and for a study area. The housing of the project was in immediate proximity to the university campus which was an essential factor in terms of use of university personnel and services such as film projectors and projectionists, library resources, public relations personnel, and resource personnel and consultants.

B. Enrollee Data

The 45 participants were selected from among those workers who held similar kinds of job positions in public assistance offices in Kentucky and who met the requirements and other qualifications set by the Kentucky Department of Economic Security. This provided a reasonable degree of homogeneity with respect to formal education and work experience.

Of the 45 participants, 44 were women. The group ranged in age from 24 years to 54 years with an estimated median age of 34 years. With respect to previous education, the group ranged from high school education to 40 college semester hours. Approximately 40 percent had earned some college credits. With respect to years of experience in working in Public Assistance, the group ranged from 11 months to 8 years. The average number of years was 5. The

trainees came from 39 different counties from all areas of the state of Kentucky.

C. Instructors and Staff

The instructors who participated in the project were individuals who had considerable experience and knowledge in areas appropriate to the content and goals of the project. The instructors were:

1. Jack Sturges, Ph.D, Assistant Professor, College of Social Professions, University of Kentucky, served as director of the project. His assignment to the project was full-time. His responsibilities included general administration and supervision of program plus major instructional responsibilities in interviewing skills. His past work experiences included counseling, college teaching, and conducting research.

2. Mr. Denzel Johnston, MSW, gave one-half time to the project. He bore major responsibility for instruction in the area of human growth and development. His past work experience include college teaching, supervision of social services for nursing homes, and supervision of agency personnel providing family and children services.

3. Susan L. Wickliffe, MSW, clinical social worker at University Student Health Service served as instructor. Her assignment to the project was half-time. Her responsibilities included instruction in the areas of self-awareness, social work values, and life adjustment needs. Her past work experiences included work in psychiatric settings, private practice, and college teaching.

4. Dorothy Mitchell, M.Ed., served as research assistant. Her responsibilities included pre- and post-training administration of the paper-and-pencil instruments used in assessing the impact of the training program. She was also responsible for applying statistical tests of significance to the "test" data. Her past work experiences included private school teaching, school counseling, and diagnostic testing.

5. Larry Pickard, Graduate Student - College of Social Professions - served as instructional assistant. He lectured on techniques of interviewing and on Social Work values and attitudes. His past work experience included staff development training for public assistance workers, clinical counseling, and supervising personnel providing care for the elderly.

6. Bobbie Hinson served as secretary to the project. Her work experiences included working as secretary and as administrative assistant to Departmental Chairmen at the University of Kentucky.

D. Objectives of Instruction

The overall objective of the project was to improve the qualifications of workers in public assistance offices who needed additional preparation in order to be better prepared to assume greater on-the-job responsibilities. Since each participant was a worker who was to soon assume greater job responsibilities, the project was designed to assist them in developing the skills and attitudes which would make them more effective in meeting these new responsibilities.

In general, the program was designed and developed to help the individual to develop greater self-awareness, more effective interviewing skills, broader knowledge of community resources, an increased ability to evaluate and recognize unmet social needs in the community, a deeper understanding of human growth and development, an ability to accept differences, better methods of making referrals, greater understanding of motivations in human behavior, keener recognition of values of different groups, an increased awareness of the helping roles of a worker, and additional skills in problem-solving techniques. Specific objectives stated in terms of educational outcomes included the following:

1. Improved counseling and interviewing skills based on theoretical considerations underlying the interviewing relationship, the role and identity of a worker, and technical and operational practices of interviewing and recording.
2. A broader understanding of and sensitivity to the psychological and sociological bases of human behavior including the effects of culture on personality, aspiration, and achievement.
3. A wider perspective of the historical development of social welfare concepts and philosophy and how they influence present-day practice and implementation plus an appreciation for many of the difficulties of welfare applicants and a greater capability to assist such persons in satisfactorily resolving them.

4. A more comfortable acceptance and appreciation of varying values and attitudes between and among individuals, groups and communities, and how values and attitudes can affect the behavior and perception of both workers and clients.

E. Content and Organization of Instruction

Formal classroom instruction consisted of lectures supplemented by classroom aids, study techniques, group discussions and individual conferences which extended throughout each two-week training cycle. The daily schedule included at least three hours of instruction each morning plus two hours of instruction each afternoon. Appendix B shows an example of a schedule of training. In addition to being in attendance five hours or more each day, the participants were required to do considerable reading and to complete written assignments. Many instructional hours consisted of lecture-discussion activities. Included in each training cycle were activities such as film viewing, closed circuit television performance and observation, demonstrations and role-playing, and participation in group discussions and individual interviews with the training staff. Following training, each participant was presented with a certificate indicating successful completion of the program (Appendix C) and with a photograph of the members of the training cycle.

The foci of the instructional program were on the general areas of 1) Interviewing Skills, 2) Human Growth and Development, and 3) Values and Attitudes. A brief description of the content, objectives, and instructional goals of each of these three areas follows.

INTERVIEWING SKILLS: One goal of the project was to improve the interviewing skills of the participants. In general, materials and experiences were designed to give the participant a better understanding of what it means to be effective in relating to persons with whom he comes into contact: Clients, co-workers, spouse, or significant others. More specifically, part of the instructional program was designed to assist the enrollees to become more effective in 1) listening intently to another person, 2) identifying the crucial elements of a client's statement, 3) establishing relationships based on trust and confidence, and, 4) communicating to the client on accurate and empathic understanding of him and his predicament.

The content of the instruction largely consisted of information about current theory and research in the area of establishing and maintaining helping relationships and effective interviewing methods. Much of the content was similar to the ideas concerning interviewing expressed by Garrett[1] and Carkhuff[2]. The instructional techniques generally followed the pattern of assisting enrollees, to 1) be able to discriminate between good and bad responses that a worker might make to a client, 2) be able to write the kind of response that would be effective in an interview, and 3) to be able to provide oral responses that would be effective in interviewing. In short, the training in interviewing skills began with discrimination training which was followed by written communications training which, in turn, was followed by oral communications training.

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[1]Garrett, Annette (Revised by Zaki and Mangold). Interviewing New York: Family Service Association of America. 1972.

[2]Carkhuff, Robert R. Helping and Human Relations, Vols. I and II, New York: Holt, Rinehart, and Winston. 1969.

The enrollees were first provided with experiences and materials which helped them to discriminate among different levels and types of responses that a helper might make to a helpee in the course of an interview. The materials consisted of excerpts taken from actual interviews and from practice sets developed by Carkhuff and by the project trainers. Appendix D shows a practice set of helpee statements and helpee responses developed specifically for the training project. The enrollees also engaged in client-worker role-playing activities. This provided them with the opportunity to practice discriminating among the different levels of responses that workers make to client's statements of need. Discrimination training preceded communications training with the rationale that those who can discriminate at high levels should be individuals who can translate their discrimination skills into communication skills.

Written communication training consisted of the participants' responding to printed client statements of need. The client's statements were generated by Public Assistance workers in order that they would be similar to the problem commonly presented to the enrollees by their own clients. Appendix E provides a sample of the type of material used in written communications training.

Oral communications generally consisted of role-playing situations in which one enrollee played the part of a client while the other played the part of the worker. After each instance of role-playing, the other participants and the training staff would critique the oral communication, i.e., oral responses, made by the role-playing worker.

The ability to make helpful oral responses to a client was stressed with the rationale that those who communicate at high levels are best equipped to help persons in need.

A systematic evaluation of the enrollees growth in discrimination and communication skills were made by administering paper-and-pencil tests prior to and following training. The results of this evaluation were quite positive. The details of this evaluation are reported in Section III of this report.

HUMAN GROWTH AND DEVELOPMENT: A major focus of the training program was on assisting the participants to develop greater knowledge and understanding of human growth and development. The objectives of providing information and experience in this area were to develop in the participants a deeper understanding of generally accepted patterns of "normal" development and how inherited or environmental circumstances may disrupt this development and affect the life-style of the individual. Attention was given to physical, emotional, intellectual, and socio-cultural growth and development. The purpose of providing instruction in this area was to better equip the participants with skills and knowledge which they could apply in working with clients. More specifically, the enrollees were to develop knowledge in this area in order that they could better recognize deviations from normal growth and development, to be more accepting of clients whose development had not followed a common pattern, to be more capable of recognizing in their clients the different patterns of human growth and development and to then determine what kind of immediate assistance or referral sources would be more helpful for a particular client.

The content of the instruction consisted of normal and abnormal development in infants, children, adults, and the elderly. Within each of these age levels the instruction focused on basic notions of development in areas such as physical, emotional, intellectual growth. The participants considered how different inherited characteristics and environmental factors might shape the pattern of growth and development of an individual. The enrollees also examined how differences in patterns of development determine, to a degree, the functional capacities of an individual. Attention was also given to the ways in which deviations from normal growth patterns can create "special" needs and/or problems for the individual.

The instructional techniques consisted of lecture-discussions, assigned readings, reports on observations of individuals with different levels of growth and development, and films.

An evaluation of the enrollees' growth in knowledge of human growth and development was made by the brief essay tests which were administered and scored by the PSC project staff. Although this provided relatively little "objective" data the training staff were in agreement that the participants had a relatively large degree of information about human growth and development. Also, an evaluation of the participants' attitudes toward individuals, in particular those with unusual patterns of growth, were assessed by means of a questionnaire and are reported in greater detail in Section III of this report. This reporting indicates that the participants' attitudes toward such individuals became more nonjudgmental and accepting.

VALUES AND ATTITUDES: A broad examination of varying value systems and their development and change were studied with the purpose of acquiring a greater understanding of these differences and their rationales.

Beginning with early biblical concepts, the historical development of social welfare was presented and examined in relation to present day attitudes toward social welfare. By looking beyond stereotyped concepts of "good and bad" and "right and wrong", the participants were able to feel more comfortable with variations from general societal norms and thus to be more accepting of clients who exhibit these.

Emphasis was placed on the worth and dignity of the individual and his right to self-determination. In case studies and role-playing, the workers' relations with the client were examined to enable participants to be more aware of the subtle (and sometimes not so subtle) means that can be used by a worker to impose his values on the client and how this may influence the effectiveness and quality of help given.

Participants had the opportunity to examine two basic concepts:

(1) The commonality of all human beings in terms of their basic needs for food, shelter and love (in its more universal sense); that all people need these, not that some deserve it or that these should be given or withheld on the basis of being "deserved".

(2) The uniqueness of each individual and his worthiness of respect and dignity.

Attention was directed to the analysis of each particular client and all that he brings to a specific situation. His uniqueness is to be examined in terms of his own special melding of hereditary and environmental characteristics rather than as a part of a category of "cases" or numbers. During each cycle of the project, the enrollees examined the various ways in which societal values can influence both individuals and institutions in giving and/or withholding of help. Participants were enabled to develop an increased awareness of both the apparent and real limitations and potentials of services they can deliver. Concurrently, their perception of services that need to be created in the future.

In examining values, kinds of help which may be given were evaluated and discussed with the participants. The importance of helping the individual to help himself, to participate in decisions and to be involved in his own destiny were significant elements in these explorations.

Participants examined their own feelings about asking for help via written assignments and class discussions. Through this, they were able to develop a greater awareness of their own feelings and attitudes as they related to their value base. From this they were able to more clearly determine why they may see certain clients in a particular aspect and how this view of the client may affect their "helping" role. Workers were able to develop an understanding of how clients may feel about asking for help by examining their own feelings about asking for help. They examined the influence these feelings about values and attitudes have on the manner in which the worker perceives and relates to clients.

Specific instructional techniques included writing and reading assignments, film viewing, small group discussions, lectures and role-playing.

The training staff evaluated the participants learning in this area by direct observation of the participants' spoken and written expressions about their values and attitudes toward themselves and toward others. The staff agreed that such expressions moved, during training, to being more positive and accepting. The staff felt that at the end of training the participants exhibited a greater degree of acceptance and understanding of the value and attitudes commonly accepted as being valuable to effective workers in the helping professions.

The enrollees also responded to paper-and-pencil attitude scales during training. The results of the analysis of their responses are shown in the "Analysis of the Project" section of this report.

INSTRUCTIONAL FILMS, ASSIGNMENTS AND MATERIALS: As part of the instructional program, the enrollees were provided with the opportunity critique assigned readings, complete written assignments, and to record and report on field observations. These instructional techniques included:

Films

"Eye of the Beholder". An individual's behavior during a day as seen through the eyes of different individuals. Purpose: to place emphasis on the recognition of the differences between what we really see and what we want to see. What pre-conditioning, needs, values and prejudices cause us to perceive certain behaviors and occurrences in a particular way.

"Appalachia - Rich Land, Poor People". This film depicts the problems and adjustments a coal-miner, unskilled in any other occupation, must face when he loses his job because of mechanization and mine closure. Purpose: to examine problems individuals and families face because of abrupt economic changes and how these can affect their physical and emotional growth and development as well as their ability to handle traumatic change. Contrasting attitudes toward community responsibility for the welfare of its citizens are significantly high-lighted.

"AFDC Interviews". Two sets of interviews are shown. One set demonstrates a positive helping interview, the other, a negative rigid one. Purpose: to examine client's and worker's feelings about the receiving and giving of help and how the worker's understanding of her personal needs and feelings as well as her client's can affect the quality of the helping relationship. These films were viewed by the participants prior to training in Lexington.

Written Assignments

"Self In A Dual Role". Participants described a personal problem and how they felt about the problem and also how they would feel and function if they were a person providing help to themselves. Purpose: to provide participants with an opportunity to analyze their own feelings about helpers and help-recipients.

"What Does Your Helping Role Mean To You?" Participants explained what needs the helping role meets for them and how this might effect their relationship with a client. Purpose: to develop an awareness of their needs and how to manage them in working with their clients.

"Observation". Participants reported ten minutes observations of persons in various settings. Purpose: to become more aware of what is observed and how observations may vary as a result of observer attitudes, needs, prejudices, values, and the like. To recognize varying patterns of human growth and development and how they manifest themselves.

"When I Asked For and Received Help". A reporting of an instance in the participants life when it was necessary for them to ask for help. Purpose: to encourage an examination of both their own feelings about asking for help and their clients' feelings about asking for help.

"How My Job Performance Might be Modified". Enrollees described a personal client-worker situation which they experienced prior to their participation in the project. Enrollees then described how they might now handle the situation. Purpose: to help enrollees integrate knowledge gained during the training sessions with practice and to assess for themselves how meaningful the learning experience had been for them.

Readings

Annette Garrett (revised by Elinor P. Zaki and Margaret M. Mangold), Interviewing. Family Service Association of America, New York, 1972. An explanation of different purposes and techniques of interviewing. Purpose: to show that interviewing techniques might differ because of interviews having different purposes but that there are a number of common underlying factors appropriate to any interview.

Jack E. Weller, A Comparative Summary Between the Middle Class American and the Southern Appalachian (Reprinted from Yesterday's People). University of Kentucky Press, 1965. An examination of the values of "mountain" people as they contrast to the values of middle-class society. Purpose: to understand how we develop our value systems, and how these systems can affect both our perception and functioning with clients.

Lola M. Irelan, Editor, Low-Income Life Styles. U. S. Department of Health, Education, and Welfare, Welfare Administration, Division of Research. A view of attitudes and functioning of people in low-income levels. Purpose: to examine modes of functioning and motivation as they relate to the individual's economic condition and the effect of these upon growth and development.

Sargent Shriver, Director of the U. S. Office of Economic Opportunity, Poverty. Americana Corporation, 1965. A description of poverty in the United States today and explanation of the genesis of the Office of Economic Opportunity. Purpose: to examine some of the different faces of poverty, some of its causes and some of its solutions.

Philip M. Stern, Uncle Sam's Welfare Program--For the Rich. Reprinted from New York Times Magazine, April 16, 1972. A view of where the federal tax dollar goes, who pays it and who benefits by it. Purpose: to examine some kinds of government aid received by those other than welfare recipients.

A variety of other printed materials and reference materials that were timely in nature and/or appropriate to the focus of the discussion were also used.

There also were some special activities in which all members of the project participated:

1. Closed-circuit Television Evaluation--The entire group in each cycle participated in an evaluation of the program which was filmed. Participants then had the opportunity to see and hear themselves when the film was replayed and to gain a better perception of how they might appear to others. At this time group photographs were taken and certificates of recognition were presented. (See Appendix E and F for examples.)

2. Meetings with representatives of the Department of Personnel and the Department of Economic Security--During these meetings the participants were able to determine the answers to such questions as to new job titles and salaries, continuing education programs and further advancement.

3. Individual conferences gave the participants an opportunity to focus on their own particular needs as workers and individuals, their strengths, areas which need more development and possibilities and directions for their own personal professional growth and development.

IV. SUMMARY AND CONCLUSIONS

A. Appraisal of the Project

The effort to evaluate the impact of the Public Service Careers Inservice Training Project included enrollee and staff written reactions to their participation in the training program, enrollee pre-and post-training responses to paper-and-pencil scales designed to assess interviewing "communication" skills, and paper-and-pencil scales designed to assess selected attitudes toward social welfare, clients, and the like. A brief explanation of the instrumentation, scoring procedures, data analysis, and conclusions drawn are presented in the following pages.

As part of the assessment of the effect of the training program, the participants' skills in communicating helpful responses to helpee statements and skills in discriminating among levels of helpfulness of workers statements were assessed at the beginning and near the end of each two-week inservice training cycle. Most of the participants were asked to: 1) respond to a paper-and-pencil instrument which asked them to indicate the level of helpfulness of selected helper responses to helpee statements, and 2) respond to a paper-and-pencil instrument which asked them to write responses to helpee statements. A small number of the participants were also asked to engage in role-playing and a rating of the level of helpfulness of their responses was made. The first paper-and-pencil test was a test on <u>discrimination</u> and provided a measure of how well a participant could choose high, average, and low-level responses to problem situations from a pool of 32 responses.

The other test known as communications measured the participant's ability to provide helpful responses to statements of problem or need. The role-playing participants were also rated on their ability to make helpful responses to an individual's statement of problem.

Measures of ability to discriminate were arrived at by comparing the participant's rating of helper responses with an established or "correct" rating of the responses. The participant's "scores" in communication skills (written and role-playing) were arrived at by rating--on a 1 through 5 scale--the quality of their response to helpee stimulus statements. (An example of the rating scale used in "scoring" communication and discrimination skills is shown as the cover page of the discrimination "test" in Appendix D. The paper-and-pencil communication and discrimination instruments were scales with established reliability and validity and the scoring was done by members of the training staff who had been trained to score such scales. Both of the paper-and-pencil assessment devices and the scoring of the helpfulness of oral responses are similar to those often used in rating the level of helper communications to helpee expressions. The methodology of assessment and scoring is explained in some detail in Helping and Human Relations, by Robert Carkhuff[1]. Examples of the tests used in assessing discrimination and communication are shown in Appendixes D and E.

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[1] Carkhuff, Robert R. Helping and Human Relations, Vol. 1, New York: Holt, Rinehart, and Winston. 1969

The post-training mean scores of the participants were compared to their pre-training mean score to determine the degree to which the inservice training program had assisted the participants to function more effectively as helpers. Table 1 shows the pre-and post-training mean scores of the participants' responses to the discrimination scale, the communication scale, and to helpee statements during role-playing interviews. The mean scores were arrived at by applying the scoring procedure suggested by Carkhuff in Helping and Human Relations, (p. 115)

TABLE 1

Pre-and Post-training Mean Scores
of PSC Trainees to Helpee Stimulus Expressions

TEST	n	PRE MEAN	POST MEAN	t
Discrimination Scale	42	1.04	.71	***7.15
Communication Scale	42	1.80	2.79	*2.70
Role-playing Interview	18	1.73	2.59	**3.99

* significant at or beyond .05
** significant at or beyond .01
*** significant at or beyond .001

The data in Table 1 show that the participants' post-training skill in discriminating among different levels of helpfulness of helpee statements was significantly better than prior to training. The pre-and post-training mean scores of 1.04 and .71 respectively, suggest that prior to training the participants had a mean discrimination score similar to lay persons, while their post-training mean score was more like the mean score of trained helpers who often have mean scores of .50. However, the mean of .71 suggests that the participants could profit from additional training.

The pre-and posttest mean scores shown in Table 1 of 1.80 and 2.79 on the communication scale reflect a statistically significant improvement in the participants' ability to write helpful responses to printed statements of need or problem. A mean of 2.79 suggests that, on the average, the participants were writing responses that were much better than those of untrained persons but not as good as those provided by the most effective helpers who often have, on a 5 point scale, mean scores of 3.0 or greater. The posttest mean suggests that additional training would be helpful.

The mean scores for the quality of the participants' role-playing interviews of 1.73 and 2.59, while showing a statistically significant improvement, indicate that both the participants' pre-training and post-training mean levels were below the desirable level of 3.0.

To determine whether the three training cycles had been similar in the degree to which the participants had been helped to improve

their discrimination and communication skills, the mean scores of the groups were compared. Tables 2 and 3 display the mean scores of the groups on the indices of Discrimination and on Written Communications.

TABLE 2

Pre- and Post-training Mean Discrimination Levels of Responses to Helpee Stimulus Expressions-- By Training Group (n = 42)

Group	Pre Mean	Post Mean	Difference
1	.99	.70	.29
2	1.07	.75	.32
3	1.03	.69	.34

TABLE 3

Pre- and Post-Training Mean Communication Levels to Written Responses to Helpee Stimulus Expressions-- By Training Group (n=42)

Group	Pre Mean	Post Mean	Difference
1	1.82	2.78	.96
2	1.78	2.80	1.02
3	1.77	2.81	1.04

The data shown in Tables 2 and 3 show that there was little difference in the mean scores of the 3 groups. This suggests that the degree of improvement in interviewing skills was very similar for the 3 groups. The mean scores suggest that each of the 3 groups began training with interviewing skills that were considerably below those of individuals engaged as professionals in the helping professions. The data also suggest that each of the groups, following training, earned mean scores more like those earned by professional counselors, social workers, psychiatrists, and other professionals. It would seem that the groups were very much alike with respect to their ability to make appropriate discrimination responses and written communication responses to stimulus client statements; therefore, the training in communication and discrimination received by each of the 3 groups appear to be equally effective in helping the trainees to develop interviewing skills.

The overall impact of the mean scores shown in Tables 1 - 3 is that the training program had a significant effect in improving the participants' ability to discriminate among different levels of interviewer responses and ability to communicate more helpful responses to interviewee statements. However, the data also suggest that the mean level of helper effectiveness exhibited by the participants is less than that exhibited by the most effective helpers. Further, the data indicate that the level of training experienced by the members of the different groups was similar.

The degree to which the training program influenced the participants response styles to possible helpee statements was also

assessed by administering, both prior to and near the completion of training, the Helping Relationship Inventory (HRI)[1]. See Appendix F for a description of 5 subscales of the HRI. The HRI consists of 25 client statements, each of which is followed by 5 responses which could be made to the stimulus statement. The respondents are asked to indicate which of the possible responses they feel would be most appropriate. In general, the scale provides a measure of the degree to which the respondent tends to prefer making either understanding, probing, or judgmental responses to client's statement of needs.

Table 4 shows median scores of the trainees on the 5 subscales of the HRI.

TABLE 4

Median DES Trainees Pre-and Post Training Scores on the HRI (n=42)

Subscale	Pre Median	Post Median
Understanding	100	43
Probing	55	85
Interpretive	71	68
Supportive	70	71
Evaluative	65	90

Jones, John E. "A Comparative Study of Helping Relationship Response Tendencies Among Various Occupational Groups" (unpublished dissertation), University of Alabama, University, Alabama, 1965.

The median scores shown in Table 4 suggest that prior to training the response style most preferred by the trainees was that of "probing". They also tended to prefer responses which were "evaluative", i.e., judgmental in nature. Prior to training the participants tended to reject those responses which were categorized as "understanding" responses. The pre-training median scores shown in Table 4 are similar to those earned on the HRI by lay persons and quite unlike those obtained by professional helpers. The post-training data in Table 4 show that the trainees tended to prefer, to a greater degree, responses that were more understanding of a client's problem. The post-training data also indicated that the trainees moved towards having less preference for probing and judgmental responses to a client's statement of need. Overall, the data in Table 4 strongly suggest that following training, the trainees exhibited a tendency to be less judgmental and more understanding when faced with a statement of need or predicament. The median scores yielded statistically significant differences (data treated by application of Mann-Whitney). It should be noted that the pre-training median scores of the trainees on the HRI were unlike those of professional helpers while their post-training median scores were similar to professional counselors, social workers, and the like.

The data in Table 4 support the data in Tables 1, 2, and 3 which indicate that the training moved the trainees to be less judgmental and probing and to be more accepting and understanding of a client's problem or need.

Since a part of the training program focused on values, it was decided that a modification of a scale purporting to measure certain values or attitudes be administered as a pre-and posttest to determine whether the training had an effect on the participants. One assessment of the participants attitudes and values was arrived at through the use of a modification of the Social Values Test developed by Meyer[1], and by McLead and Meyer[2]. The Social Values Test (SVT) is designed to assess an individual's values in 10 dimensions of social values; however, the training staff decided that some of the subscales would be more appropriate than others and that the measurement in all 10 areas would not be necessary. In general the areas that were assessed were those of: 1) public aid, 2) personal freedom, 3) personal goals, 4) social causes, and 5) innovation.

The data in Table 5 show the responses of the trainees on items drawn from the SVT.

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[1]Meyer, Henry J. "Social Values Test" (unpublished study), University of Michigan, Ann Arbor, September, 1962.

[2]McLead, Donna L. and Meyer, Henry J. "A Study of the Values of Social Workers" in Behavioral Science for Social Workers, Thomas, Edwin J. (ed). Free Press: New York, 1967.

TABLE 5

Percentage of DES Trainee Pre- and Post Training Responses to Items on "An Attitude Questionnaire" (n=25)

Item		Response: Definitely Disagree %	Probably Disagree %	Probably Agree %	Definitely Agree %
1. The federal government is going too far toward creating a "welfare state".	Pre	20	52	28	-
	Post	32	44	24	-
2. Except when there is a depression anyone in our country can get a job if he really tries.	Pre	52	32	16	-
	Post	52	48	-	-
3. People can actually do very little to change their lives.	Pre	20	60	20	-
	Post	24	72	4	-
4. Having to struggle for what you get in life is the best way to develop character.	Pre	16	40	40	4
	Post	24	40	36	-
5. Any able-bodied individual who refuses to take a job should not receive assistance.	Pre	4	40	40	16
	Post	20	40	40	-
6. If the government does too many things for people we may end up a country of weaklings.	Pre	16	44	40	-
	Post	24	60	16	-
7. In normal times when people are in need it is generally due to some fault of their own.	Pre	60	20	20	-
	Post	60	32	8	-

Table 5 (Continued)

Item		Response: Definitely Disagree %	Probably Disagree %	Probably Agree %	Definitely Agree %
8. Since most things are inevitable people should relax and enjoy themselves.					
	Pre	60	20	20	-
	Post	60	28	12	-
9. People who have suffered a great deal are more likely to have a strong character than those who have not.					
	Pre	16	40	40	4
	Post	24	44	32	-
10. People who refuse to help themselves should have to suffer the consequences.					
	Pre	4	44	36	16
	Post	20	44	36	-
11. Government should do more than it is presently doing to see that everyone gets adequate medical care.					
	Pre	20	52	24	4
	Post	32	48	20	-
12. What people achieve in life is almost entirely a product of their own will and determination.					
	Pre	16	40	40	4
	Post	20	44	32	4
13. Everybody's fate is really more dependent on others than on what he himself does.					
	Pre	20	80	-	-
	Post	44	56	-	-
14. A person is better off if he has to work and sacrifice for what he gets.					
	Pre	0	40	56	4
	Post	8	44	48	-

Table 5 (Continued)

Item		Response: Definitely Disagree %	Probably Disagree %	Probably Agree %	Definitely Agree %
15. Everyone who is in need, no matter what the reason, has a right to be helped.					
	Pre	32	60	4	4
	Post	48	48	4	-
16. Government is at present providing many services that should be left to individual enterprise.					
	Pre	20	52	24	4
	Post	32	52	16	-
17. A person's character is pretty much what he makes it.					
	Pre	4	8	8	80
	Post	8	8	40	44
18. A person really has very little control over his destiny.					
	Pre	56	24	20	-
	Post	60	28	12	-
19. If things come too easily for people, they won't appreciate them.					
	Pre	16	40	40	4
	Post	24	40	36	-
20. We should try to help people who are in difficulty regardless of whether they are making an effort to help themselves.					
	Pre	4	40	40	16
	Post	24	44	32	-

The percentages reported in Table 5 generally show that the participants moved slightly toward more positive attitudes toward the federal government participating in welfare programs. (Items 1, 6, 11 and 16). The data in Table 5 also indicated that the participants changed their attitudes toward economic conditions being a determinate of one's need for assistance but that individuals do have a voice in their own future. (Items 2, 7, 12 and 17). It would also appear from the responses that the participants became more convinced that man is self-determining and that one can engage in activities which will change their life style. (Items 3, 8, 13 and 18). The data in Table 5 also suggest that the group became more accepting of the idea that those who are in need, no matter what the reason, have a right to be helped. (Items 5, 10, 15 and 20). Although there were no striking changes in the participants attitudes as measured by the questionnaire, those changes which did occur were in a constructive direction and were toward a greater acceptance of attitudes commonly held by social workers and other helping professionals. Overall, the data reported in Table 5 suggest that the training program was slightly to moderately effective in assisting participants to develop attitudes considered desirable for those providing public assistance.

The participants attitudes and values were also assessed through the use of the Attitudes Toward Public Dependency developed by C. L. Anderson. The scale yields an index of one's attitude toward public dependency and toward public assistance. Table 6 shows the manner in which the participants responded.

Anderson, C. L. "Development of an Objective Measure of Orientation Toward Public Dependency", Social Forces, pp. 107-113.

TABLE 6

Percentage of DES Trainee Pre- and Post-Training Responses to Items on the "Orientation Scale" (n=42)

Item		Response[a] SA %	A %	TA %	TD %	D %	SD %
1. Public Assistance programs have gone too far in this country.	Pre	0	6	12	30	48	4
	Post	0	6	12	22	56	4
2. Public Assistance to the dependent adult encourages him to become independent.	Pre	0	12	18	6	16	48
	Post	0	26	26	16	32	-
3. Very few dependent adults are getting something for nothing.	Pre	0	12	20	24	26	18
	Post	2	20	24	26	12	16
4. Public aid makes people rely less on their own efforts.	Pre	0	6	14	38	42	-
	Post	0	4	12	30	32	22
5. Most people on public assistance are needy, not greedy.	Pre	12	18	16	46	8	-
	Post	24	20	32	18	6	-
6. Most dependent adults desire independence.	Pre	12	12	22	40	14	-
	Post	18	26	30	20	6	-
7. Public Assistance kills the spark in individuals which made this country great.	Pre	0	6	12	32	46	4
	Post.	0	6	12	28	34	20

[a]
SA = Strongly Agree
A = Agree
TA = Tend to Agree
TD = Tend to Disagree
D = Disagree
SD = Strongly Disagree

TABLE 6 (Continued)

	Response[a]					
	SA %	A %	TA %	TD %	D %	SD %
8. Most Dependent adults really deserve public assistance.						
Pre	6	22	48	18	6	0
Post	8	32	36	18	6	-
9. Dependence upon public assistance becomes a habit.						
Pre	0	12	14	32	42	-
Post	0	4	6	30	38	22
10. The dependent adult is too willing to receive help from others.						
Pre	0	6	14	40	40	-
Post	0	6	10	30	44	10
11. Public Assistance to the dependent adult serves to kill his initiative to support himself.						
Pre	2	4	14	30	46	-
Post	0	4	12	30	42	12
12. If I became dependent, I would expect help from public agencies.						
Pre	0	18	16	40	14	12
Post	0	24	38	38	-	-
13. Public Assistance programs are serving to weaken the very backbone of the nation.						
Pre	0	6	12	32	46	4
Post	2	4	12	20	58	4
14. Most of those who accept assistance from a public agency do so as a last resort.						
Pre	0	12	18	26	26	18
Post	2	20	26	24	16	12
15. Most dependent adults would rather receive relief than work.						
Pre	0	24	30	22	24	-
Post	0	20	36	12	32	-
16. The dependent adult is usually dependent because he "has to be", not because he "wants to be".						
Pre	2	20	46	20	12	-
Post	4	24	46	18	8	-

[a]SA = Strongly Agree
A = Agree
TA = Tend to Agree
TD = Tend to Disagree
D = Disagree
SD = Strongly Disagree

The data shown in Table 6 suggest that, prior to training, the participants responded in a manner which indicated that they were reasonably accepting and positive in their attitudes toward Public Assistance programs and toward individuals who apply for assistance. The analysis of the participants' responses to the post-training administration of the scale indicated that the trainees tended to become slightly more positive in their attitudes. An examination of the post-training data in Table 6 show that there was a larger percentage of the participants indicating agreement with the ideas that Public Assistance can encourage independence, clients are needy and not greedy, that Public Assistance is a desirable function of government, and the like. Overall, the data in Table 6 is similar to the data in Table 5 and indicates that the trainees had developed slightly more positive and appropriate attitudes.

The Personal Social Belief Scale was also administered as a pre-and post-training scale. The instrument is a Likert scale which purports to measure the attitude that the respondent has toward himself. A copy of the scale is shown on the following page.

The responses of the participants are not reported since both prior to and following training they responded that they had quite a positive attitude about themselves. Since their responses indicated that they had not changed their attitudes about themselves, it appears that the training program had no impact on such attitudes.

Another part of the evaluation of the training program consisted of asking each participant and each staff member to write a short statement about the strengths and weaknesses of the program. Representative statements are shown as Appendix G and H.

PERSONAL SOCIAL BELIEF SCALE

The best answers to each statement below is your own personal opinion. There are no right or wrong answers to these items, only honest differences of opinion. Whether you agree or disagree with any statement, you can be sure that many others feel the same as you do.

	I AGREE A LITTLE	I AGREE ON THE WHOLE	I AGREE VERY MUCH	I DIS-AGREE A LITTLE	I DIS-AGREE ON THE WHOLE	I DIS-AGREE VERY MUCH
1. I feel that I'm a person of worth, at least on an equal plane with others.	____	____	____	____	____	____
2. I feel I have a number of good qualities.	____	____	____	____	____	____
3. On the whole I'm pretty satisfied with myself.	____	____	____	____	____	____
4. I wish I could have more respect for myself.	____	____	____	____	____	____
5. I feel I do not have much to be proud of.	____	____	____	____	____	____
6. At times I think I am no good at all.	____	____	____	____	____	____
7. I am able to do things as well as most other people.	____	____	____	____	____	____
8. I feel that I have a number of good qualities.	____	____	____	____	____	____
9. I take a positive attitude toward myself.	____	____	____	____	____	____
10. All in all, I'm inclined to agree that I am a failure.	____	____	____	____	____	____
11. I certainly feel useless at times.	____	____	____	____	____	____

The participants' statements reported in Appendix G are complimentary in tone and content.

While enrollees in their evaluation of an inservice training program often make only positive statements and withhold their negative comments, the overall impressions gained from reading the Public Service Careers participants' responses was that the program had been very valuable to them.

In summary, the overall evaluations of the training project strongly suggested that the enrollees developed 1) better interviewing skills, 2) more positive and/or accepting attitudes toward clients, and 3) greater acceptance of values commonly held to be desirable by the professional social workers. Since the objective of the training program was to assist the enrollees to develop such skills, knowledge, and attitudes, it seems reasonable to believe that the project was quite successful.

It should be noted that the research design used in the evaluation of the project was relatively weak in that it consisted of a single group pretest-treatment-posttest design. Such a design leaves a number of unaccounted variables which may have an effect on the changes between a participant's pre-and posttest scores. Further, attitude scale such as those used in the evaluation often have less than desirable indexes of reliability and validity. However, all of the data and all of the qualitative information obtained from the participants strongly pointed to participant growth and professional development.

B. Problems: No major difficulties were encountered in conducting the training program. This was due to the cooperation and support given by Kentucky Department of Personnel, Kentucky Department of Economic Security, University of Kentucky, College of Social Professions, and by all persons involved in developing and carrying out the program. Thus, the minor problems relating to staffing, provision of facilities and equipment, fiscal arrangements, and scheduling were easily resolved.

C. Recommendations: The data used in evaluating the project and the opinions of the staff indicate that the training program achieved its purpose. The enrollees showed positive changes, both personally and professionally. Therefore, it is the belief of the staff that such intensive specialized programs can be operated productively in training cycles of short durations and that similar programs should be repeated whenever appropriate and possible.

REFERENCES

Anderson, C.L. "Development of an Objective Measure of Orientation Toward Public Dependency," Social Forces, pp. 107-113.

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Meyer, Henry J. "Social Values Test" (unpublished study), University of Michigan, Ann Arbor, September, 1962.

B. Problems

In the planning and execution of the PSC Training Program, no major difficulties were encountered. This was due to the co-operation and support given by Kentucky Department of Personnel, Kentucky Department of Economic Security, University of Kentucky, College of Social Professions, and by all persons involved in developing and carrying out the program. Thus, problems relating to staffing, the provision of facilities and equipment, fiscal arrangements, and scheduling were, in most instances easily resolved.

C. Recommendations

The data used in evaluating the project and the opinions of the staff indicate that the training program achieved its purpose. It appears that the enrollees showed positive changes, both personally and professionally. Therefore, it is the belief of the staff that such intensive specialized programs can be operated productively in training cycles of short durations and that similar programs should be repeated whenever appropriate and possible.

DEPARTMENT OF ECONOMIC SECURITY

OFFICE OF STAFF SERVICES

Frankfort, Kentucky 40601

Dear Ms.

This letter is to confirm that you have been scheduled to attend a Public Service Career training program designed to upgrade you to the Eligibility Worker series. The following information contains particulars you might desire to know about this program.

The complete training program will be four (4) weeks in length, and it will be divided into two (2) two week sessions. The first session for you will run from May 7, 1973, through May 18, 1973, and it will be conducted in Frankfort at the DES Center for Continuing Education on Wilkerson Street; telephone (502) 564-6631. Classes will begin at 9:00 a.m. on Monday, May 7. Participants are requested to bring an updated food stamp manual with them to this training. If you do not have one, please see your supervisor.

Reservations have been made for you by the Training Center staff at the Quality Motel on Versailles Road. Cost of a single room is $11.88 per day. If you desire to share a room with another individual, the cost is $16.20 per day ($8.10 per day per person), and arrangements can be made as you check in. If you live more than sixty (60) miles from Frankfort, you may check in on Sunday if you desire. If you live within 35 miles of Frankfort, you will, of course, be expected to commute daily.

Expenses during this session must be paid by you and should be claimed on a state travel voucher consistent with current travel policy and procedure. If you desire, you may borrow advance travel money through the Credit Union by contacting Milta Burchfield; telephone (502) 564-5597.

The second session will run from June 11, 1973, through June 22, 1973, and will be conducted in Lexington by the University of Kentucky, School of Social Professions. Classes will be held on the second floor of 641 South Limestone by faculty members Dr. Jack Sturges and Ms. Evelyn Krislov; telephone (606) 258-5777. Classes will begin at 9:00a.m. each day and end at 4:00 p.m. with a break for lunch.

If you do not live within commuting distance, reservations have been made for you at the Phoenix Hotel on Main Street in Lexington; telephone (606) 254-1136. All expenses, with the exception of travel, will be paid by the Public Service Careers Program. Public Service Careers will be billed directly for lodging, and the University of Kentucky has made arrangements for meals.

The Department of Economic Security will pay all travel costs which should be claimed on a regular travel voucher. In addition, the Department will pay for lunches for commuters, and this also should be claimed on the voucher.

Transportation from the Phoenix Hotel to class is available by city bus. Walk west to Upper Street and cross to the Courthouse corner and catch the South Limestone bus (fare is 35¢). You may also consider joining several other participants for use of a taxi.

If you have any questions, please contact me at (502) 564-3106.

Sincerely,

L. Michael Greer
Personnel Officer II

LMG/nfh

cc: Robert Mason
Judy Woodall
Dr. Jack Sturges ✓
Supervisor

UNIVERSITY OF KENTUCKY
COLLEGE OF SOCIAL PROFESSIONS
LEXINGTON, KENTUCKY 40506

PATTERSON OFFICE TOWER
ROOM 415

PHONE 606—258-4664 OR
258-4665

May 7, 1973

The staff of the Public Service Careers Training Project welcomes you to the training session beginning May 14, 1973.

As you know, the training program is to be conducted on the second floor of 641 South Limestone, Lexington. The project office number is 258-5777. Classes will begin at 9:00 a.m. daily and end at 4:00 p.m. The faculty members from the College of Social Professions who will have the responsibility for conducting the training sessions will be Mr. Denzel Johnston, Dr. Jack Sturges, and Mrs. Susan Wickliffe.

The training activities will consist of classroom discussions, film viewing, and lectures. The participants will also be required to complete a limited number of out-of-classroom reading assignments. The content of the lectures and discussions will be focused on interviewing techniques, human needs and motivation, interpersonal relationships between worker and client, and the like.

We are looking forward to seeing you in Lexington.

Sincerely,

Jack C. Sturges, Director
Public Service Careers Project

JCS/bh
Enclosure
Schedule of Training

APPENDIX B

UNIVERSITY OF KENTUCKY
COLLEGE OF SOCIAL PROFESSIONS

PUBLIC SERVICE CAREERS PROJECT
SCHEDULE OF TRAINING

July 9-20, 1973

Monday	July 9	AM	Introduction to training program - Staff
		PM	Pre-training assessment - Mitchell
Tuesday	July 10	AM	Sturges
		PM	Johnston
Wednesday	July 11	AM	9:00-10:30 Sturges
			10:30-12:00 Pickard
		PM	Johnston
Thursday	July 12	AM	Wickliffe
		PM	Sturges
			6:30 PM - Dinner At Springs Motel
Friday	July 13	AM	Sturges
		PM	Wickliffe
Monday	July 16	AM	Wickliffe
		PM	Johnston
Tuesday	July 17	AM	Pickard
		PM	Johnston
Wednesday	July 18	AM	Sturges
		PM	Wickliffe
Thursday	July 19	AM	Sturges
		PM	Post-training assessment - Mitchell
Friday	July 20	AM	Training program evaluation - Wickliffe
			Room 645 Patterson Office Tower - Campus
		PM	Graduation

University of Kentucky
College of Social Professions

This is to certify that

_____

successfully completed the
PUBLIC SERVICE CAREERS SPECIAL STUDY PROGRAM
conducted from _____, through _____,
by the College of Social Professions
in cooperation with the Kentucky Department of Economic Security.

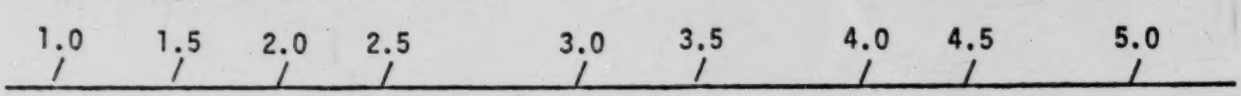
Ernest F. Witte
ERNEST F. WITTE, DEAN
COLLEGE OF SOCIAL PROFESSIONS

Gail S. Huecker
GAIL HUECKER, COMMISSIONER
DEPARTMENT OF ECONOMIC SECURITY

GROSS RATINGS OF FACILITATIVE INTERPERSONAL FUNCTIONING

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathetic understanding and a respect for all the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relationships with others, in his commitment to the welfare of the other person he is quite capable of active, assertive and even confronting behavior when it is appropriate.

You will read a number of excerpts taken from interviewing sessions. Rate each of the helper responses to each excerpt 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0 using the continuum below.



None of these conditions are communicated to any noticeable degree in the person	Some of the conditions are communicated and some are not.	All conditions are communicated at a minimally facilitative level.	All of the conditions are communicated, and some are communicated fully.	All are communicated fully, simultaneously and continually.

EXCERPT 1

Helpee:

My daughter is going to have a baby and she needs help. Can she get a medical card? She is not married and we don't have money to help her?

Helper Responses:

_____ (1) I see that you are concerned about getting a medical card for your daughter. We do have a program of medical assistance through which she can get a card.

_____ (2) Why did she get in this shape in the first place?

_____ (3) We do have such a program available but will need verification on certain facts.

_____ (4) We will give you a packet of forms.

EXCERPT 2

Helpee:

My husband left me three weeks ago and I have not seen him since. I have three pre-school children and do not have any food in the house. My rent is due next week and I have no money at all. My parents live in California and cannot help me. I have no where to turn--I feel so alone and helpless, is there any way you can help me?

Helper Responses:

_____ (1) You must feel very helpless with so many problems and no one to turn to and I can see that you would be distressed knowing that your children are hungry and the rent is due. Do you want to make an application?

_____ (2) I hope we can help you since your husband has left you and you have no one to turn to.

_____ (3) You feel alone and helpless because your husband has left you and the children without any way to pay the rent or to buy food.

EXCERPT 3

Helpee:

I lost my husband last month and our only child died with tuberculosis a long time ago. There are so many bills to pay besides the funeral, and I don't know where to turn. I'm completely alone and my only income is a small social security check each month. With everything so high these days I just don't see a way in this world I can make it. I wish the good Lord had taken me at the same time he took John. I'm afraid I don't hold life very dear anymore.

Helper Responses:

_____ (1) How much is your Social Security?

_____ (2) You are alone and don't see how you are going to live on your Social Security check and pay your bills.

_____ (3) I see you are very discouraged and lonely with the recent loss of your husband and the many expenses to meet.

_____ (4) Have you thought about going to work?

EXCERPT 4

Helpee:

My husband was jailed yesterday for house breaking. We do not have a bite in the house to eat and we do not have a change of clothes each and therefore the children cannot go to school. I wondered if I can get some help.

Helper Responses:

_____ (1) You are wondering how you can keep the children in school without a change of clothing and no food for them.

_____ (2) You may be eligible for food stamps since your husband is in jail and you have no income.

_____ (3) What did your husband steal?

_____ (4) You need help because your husband is in jail and your children need food and clothing.

EXCERPT 5

Helpee:

What am I going to do? You have cut off my medical card and I can't get by. I only get $130.00 dollars a month and my medicine is so high. How do you expect me to make it? That's the way it is when you're old and sick, nobody cares. How come all these young mothers with children can get help? They are not even married and can work and I can't even get help with my medicine.

Helper Responses:

_____ (1) I can understand that you are concerned since your medical expenses are so high and you have to live on such a limited income.

_____ (2) You feel that you are neglected and that all the young, able-bodied mothers can get help.

_____ (3) How much does your medical bill run?

_____ (4) Maybe you take more medicine than you need.

EXCERPT 6

Helpee:

I wonder if you could help me. I'm so upset I don't know what to do. My husband and I just came from the doctor's office and he told my husband that he has active tuberculosis. My husband has to go to the T.B. hospital for at least a month and a half. We don't have any money and very little food in the house. I have four children in school and I just don't know how I'm going to manage. I need some kind of help.

Helper Responses:

_____ (1) Here is a packet of forms. Fill them out and we will see if you are eligible for assistance.

_____ (2) Your concern is for your children as well as your husband. Your husband will be well cared for in the hospital at no cost to him and we will be able to help you and the children with a check and a medical card.

_____ (3) I hope no one else in the family has this disease.

_____ (4) The worker that takes applications isn't here today. Can you come back tomorrow.

EXCERPT 7

Helpee:

Our baby is in children's hospital. My wife and I both attend trade school. We have another child at home. We do not have any money to pay the hospital bill. The social worker at the hospital told us to come to you for help.

Helper Responses:

_____ (1) Can't both of you find a part-time job?

_____ (2) You are to be admired for continuing your education. I know it is very difficult with raising a family and with the problems you are experiencing now. As far as I can see now we will be able to provide a medical card and food stamps.

_____ (3) I will have to ask the supervisor.

_____ (4) School diplomas are most important. We will be able to help you through this crisis.

EXCERPT 8

Helpee:

I really have a problem and don't know what I can do about it. My husband left taking what money we had. I have four children, no food, no money. I know you are supposed to count our income and he made real good this month. I need food stamps but what will I buy them with as the money is all gone. I brought my check stubs and the bills we paid.

Helper Responses:

_____ (1) Since your husband is gone and will not be in the home, maybe we won't have to check any income and therefore you won't have to pay anything for your stamps.

_____ (2) Has he ever done this before?

_____ (3) I understand your situation, and the responsibility you feel for your children. We can provide food stamps now and if he remains out of the home past 30 days it is possible you would qualify for a check and also a medical card to help pay your medical bills.

_____ (4) That's just like a man.

APPENDIX E

EIGHT HELPEE STIMULUS EXPRESSIONS: AN INDEX OF COMMUNICATION

Introduction and Instructions

The following includes eight client or helpee stimulus statements, that is, expressions by a helpee of feeling and content in different problem areas. You may conceive of this helpee as a formal client or simply a person who has come to you in a time of need. The helpee, for example, may be a friend or some person that you know well. Please respond as you would if someone came to you seeking assistance in a time of distress or need. Write your response in the space following the helpee expression.

In formulating your responses keep in mind responses that the helpee can use effectively in his own life.

In summary, formulate a response to this person who has come to you in time of need. The helpee expressions you read could easily appear in the first contact or first few contacts. Do not attempt to relate any one expression to a previous expression. Simply try to formulate a meaningful response to the helpee's immediate expression.

EXCERPT 1

Helpee:

Please will you give me an idea of some places a man with no skills might be able to find a job. I'm willing to do anything and very willing to learn a trade if someone will just give me a chance. I've got a family and we can't live on unemployment insurance. My wife is expecting a baby within the next two weeks. I've got to get a job. I just got fired. Where can I go.

EXCERPT 2

Helpee:

I've been out of work two months. I filed a claim for unemployment insurance in Michigan and for some reason they won't pay me. I know that I should get it and I intend to draw. They can't keep me from drawing because I paid for it.

EXCERPT 3

Helpee:

I need some help from somewhere. My husband has been gone for a month and a half. I've waited this long to ask for help because I kept thinking he would come back home. He's done this before and come back, but I believe this time he just ain't coming back. I didn't want to ask for welfare because I'd rather take care of my own kids, but I have eight children and there just ain't nobody that will keep four kids who ain't in school. We ain't got no food and I didn't even have milk for the kids this morning. I just didn't know what to do but to come and see if I could get on the welfare. Do you think I could get food stamps? This would help. I don't have no money for my rent and the landlord said if I didn't pay my rent this month that I would have to leave. I just don't have nobody to turn to cause everybody else in my family does well to take care of their own younguns.

EXCERPT 4

Helpee:

I have four children in school; they need school clothes. I need a job, I'll take anything.

EXCERPT 5

Helpee:

I need some help. I have two children and expecting another one and my husband don't make enough money to support us. I don't know where my first husband is and he don't send the kids any money. They need dental care real bad.

EXCERPT 6

Helpee:

Could I make an application for a State Medical Card? I'm pregnant, not married, and I have a bad kidney infection and don't have any way to pay my doctor bills. If I don't get a Medical Card I can't go back to the doctor. My parents can't pay my doctor bill because my father is disabled to work. He has made his application, but I don't know if he will get it or not. The father of my baby is married and he won't dare look at me now.

EXCERPT 7

Helpee:

I need a medical card. I can't find a job. My wife is pregnant and I don't have no money. My children are sick a lot and I don't have money to pay the doctor.

EXCERPT 8

Helpee:

I need some help. My husband died and I can't get Social Security because I'm not old enough yet. I've got no income and I'm too old to find a job - besides I ain't never worked and don't have any training.

JCS:dsj
2-21-73

APPENDIX F

HELPING RELATIONSHIP INVENTORY

The Inventory is an experimental adaptation of an instrument designed to elicit profiles of the counseling and techniques of persons engaged in attempting to help others solve their personal problems. The five scores derived from the scale represent preferences to respond in different ways to "client" statements and may reflect differences of opinion among groups with respect to how to help persons.

LOW SCORES indicate preferences for responses in certain categories, and HIGH SCORES represent lack of preference for given modes of responding. For example, the counselor group shows a distinct preference for Understanding responses to client statements and a general rejection of the technique of using evaluative responses.

It is important to bear in mind that there are no "good" or "bad" scores. The most meaningful interpretation would probably be to compare one's scores to those of others.

A general description of the subscales appears below.

U - Understanding. A response tendency which indicates that the counselor's intent is to so respond as in effect to ask the client whether the counselor understands what the client is "saying" how the client "feels" about it, how it "strikes" the client, how the client "sees" it.

P - Probing. A response tendency which indicates that the counselor's intent is to gather further information, provoke further discussion along a certain line, to query. He in some way implies that the client ought to or might profitably develop or discuss a point further.

I - Interpretive. A response tendency which indicates the counselor's intent is to teach, to impart meaning to the client, to show him. He in some way implies what the client might or ought to think, however grossly or subtly.

S - Supportive. A response tendency which indicates the counselor's intent is to reassure, to reduce the client's intensity of feeling, to pacify. He in some way implies that the client need not feel the way he does.

E - Evaluative. A response tendency which indicates that the counselor has made a judgment of relative goodness, appropriateness, effectiveness, rightness. He in some way implies what the client might or ought to do, however grossly or subtly.

HELPING RELATIONSHIP INVENTORY

Form R 57

Adapted for research purposes from the Counseling Procedures Pre-Test by E. H. Porter. By permission. John E. Jones, University of Alabama, 1965.

Name _____

Occupation _____

Date _____

INSTRUCTIONS--PLEASE READ CAREFULLY

This is not a test in the sense that your answers can be right or wrong. It is a survey of your feelings concerning the relationship between two persons when one is attempting to help the other. Imagine yourself as a person to whom another person has come for personal assistance. Each of the items represents possible interchanges between you and your "client," who seeks your help. The "client" begins the conversation by talking about an aspect of the situation he faces. No further information is available on the case. You will not know at what point in the conversation the interchange takes place. In short, you are presented with an isolated statement. This is followed by five possible responses that you may make. Arrange these responses in the order of your preference, using the following code.

_1_ beside the response you would be most apt to favor
_2_ beside the response next most desirable to you
_3_ beside the next
_4_ beside the next, and
_5_ beside the response that least represents your preference.

Example

1. Woman--Age 26

"I'm planning the menu now. What kinds of foods do you like?"

_3_ a. Pizza and other Italian foods.
_1_ b. Steaks and hamburgers.
_5_ c. Salads and vegetables.
_2_ d. Desserts.
_4_ e. Spanish cooking.

The person who responded to this item showed the highest preference for steaks and hamburgers and the least preference for salads and vegetables.

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type you would favor. You may think of responses which would be more preferable from your point of view. It is necessary, however, that you make your selection from the alternatives presented and that you arrange all five in the order of their desirability.

1. Woman, age 47. Quite tense.

"I really don't know what to do. Ah,-- I really don't know whether to go back to teaching school. It gets on my nerves so-- I can't hardly stand it. I've got a good salary. Or else make a clean break and really do the thing I'm interested in. (Slight pause.) But that would mean starting in at the bottom with a very small salary and I wouldn't know whether I could do that or not."

___ a. Could you tell me a little more about your new field of interest? It is quite important that we think about this clearly.

___ b. Well, before you jump into something new you should be very sure that it is really worthwhile and will provide at least the security and feeling of contribution that teaching brings you.

___ c. Well, now, possibly I can help you with that decision. Probably you could take some tests which will furnish you with some idea as to whether you might expect to be successful in the line of your new interests. And maybe we could explore some of the things which give you dissatisfaction in your teaching work.

___ d. This indecision of yours is an understandable thing and stems from the conflict between your uncertainty over the new line of interest and your mixed feelings of dissatisfaction with the teaching job yet hesitance to leave the security which it affords.

___ e. It's really a tough decision, isn't it? Whether to take the risks of starting out in a new field or to stick by the security of the irritating teaching job.

2. Girl, Age 19.

"I tell you I hate my father. I hate him! I hate him! I hate him! And there's no reason for it. He is a minister--a good and righteous man. He has never laid a hand on me, but I have this terrific feeling against him. And it makes me feel so terrible because-- There's no reason for it. It's a sin to hate your father, especially if you don't have any reason for it. I-- It worries me."

___ a. Of course you feel guilty about hating him so, especially since you can't put your finger on what he has done to make you hate him. And then, too, even though you see only your hatred of him you'll find that underneath it all you have some love for him and this plays a part in your feelings of guilt.

___ b. I guess everyone at some time or another goes through a period when they hate one or both of their parents. It's really not at all uncommon. Most people find that they can work out some way of getting along until things settle down.

___ c. This is certainly something which you will want to get cleared up. Happy relationships with parents are too constructive a thing to a person, not only now at your age, but in the future as well; you won't want to jeopardize what it can mean to you.

___ d. It worries you that you should hate your father without reason and yet feel sinful for hating him.

___ e. I think we ought to get to the root of that worry. Tell me about your father-- all about him. You say he's never laid a hand on you, but maybe he has <u>not</u> let you do a number of things <u>you</u> wanted to do. Can you think of anything along that line?

3. Man, age 30.

"I have the queerest feeling. Whenever anything good happens to me, I just can't believe it. I act as though it never happened. And it worries me. I wanted a date with Myrtle, and I stood around for weeks before I got up enough courage to ask her for a date and she said yes, and I couldn't believe it! I couldn't believe it so much that I didn't keep the date!"

___ a. You've got to grow up, fellow, and get a little more realistic about women. They're human, too, you know, and want dates just as much as you do.

___ b. It just doesn't seem real when something good happens.

___ c. You have probably denied to yourself so strongly that anything good could happen to you that when it does it seems unreal.

___ d. I am wondering whether or not these feelings of unreality are associated with any particular area of your life. Would you like to tell me more about what you mean when you said, "Whenever anything good happens to me?"

___ e. Well, I'm not too sure that you should be so worried about it. It doesn't mean anything in itself, really. I think we'll be able to get to the bottom of it all right.

4. Man, age 59.

"I couldn't let my son help me now that I'm down and out. I've got that shred of pride left. Because you see I remember when he was a kid I didn't turn my hand to help him. I traipsed around the country. His mother died when the kid was born-- And I let the relatives push him around and stuck him in foster homes, and now-- It certainly was like a knife stuck in me when we met the other day and he said, 'We can make a go of it together, Dad, I've got a little money saved up.' No. No, I won't let him do it. I will clear out of here. It'll be hard, but-- I haven't done <u>one</u> thing for him-- Or anyone else, for that matter."

___ a. Have you investigated the possibility of an old age pension? Possibly something could be worked out there that wouldn't make it necessary for you to impose on your son or accept help from him.

___ b. What was your married life like? Had you and your wife planned for a child?

___ c. Your behavior in the past makes you unworthy of the help your son wants to give you now; is that what you mean?

___ d. Have you thought about what it will mean to your son if you don't let him do this thing which he wants to do for you?

___ e. I see what you mean. You feel that you don't deserve the help he wants to give because in the past you did nothing to earn it. And your statement that you never have done anything for anyone else makes it look as if it might be a real problem to you to accept responsibility <u>for</u> helping others, and to accept help <u>from</u> others.

5. Man, age 35.

"I'm determined to get ahead. I am not afraid of hard work. I am not afraid to take a few hard knocks, if I can see my goal out there in front. And I don't mind climbing over a few people who get in my way, because this means a lot to me. I can't be satisfied with just a mediocre job. No, I want to <u>be</u> somebody."

___ a. You see yourself as a deeply ambitious person; is that it?

___ b. This driving ambition may stem from a need to attack other people.

___ c. What do you suppose is behind this strong determination of yours to get ahead?

___ d. It is possible with your drive that you could be successful in a number of fields.

___ e. Strong ambition can be a real asset to any man. You say you don't mind climbing over those who get in your way? Couldn't that turn out to do you more harm than good?

6. Man, age 21.

"Shall I marry her? Or shall I think of <u>my</u> future? If a fellow is going to think of his future--if he's got ambition and drive to get ahead--he's got to be hard--and forget all about sentiment. But I do love Marie. I really do. And she's been my inspiration. If we broke off, I don't know what I'd do. I don't know whether I should be able to do a thing, I don't know. On the other hand, I can't afford advanced study and marriage too. And Marie says if we can't get married now she isn't willing to wait--I don't know what to do. I love her, but if she loved me, would she say, 'Now or never.'? That's the thing I can't answer."

___ a. That is, you can't decide whether to marry and risk your future or whether to plan for your future and risk losing out on the marriage. They seem so dependent on each other.

___ b. It is not really so much of a problem of indecision between marriage and vocational plans as it is the deeper problem of whether you should be dependent upon your own self approval or dependent upon her approval of what you do.

___ c. I am wondering if you can't have both the career and marriage. Have you two discussed ways and means of increasing your income by extra work or by her working? Most universities or schools would cooperate with you. And besides, there just isn't time for expensive entertainment among married students working their own way. There would not be the demand for social activities that you might expect to find out in a community.

___ d. I think you have got to take into account how Marie will feel if you go ahead and decide to follow your studies and not get married now. What will it do to her? The decision you make ought to take into account what is best for both of you.

___ e. I think you may have hit on something significant there: how much she loves you. Could you tell me a little more about that? How she acts toward you and your ideas?

7. Girl, age 29.

"I'm afraid to be alone. I really am. I'm afraid I'll kill myself and I don't want to, but I get so depressed. I get caught in a terrific clutch of fear It's unreal, but it's there. And I get so worked up I could scream. I want to get outside and I'm afraid to go out in case I run in front of a car--and I'm afraid to stay in. I'm afraid of myself. I'm afraid to go to the doctor and get an examination. I'm afraid he'll tell me it's cancer. My mother had it. My grandmother, my aunt. I've lived with it all my life, and it's hell. And when this first came up--See, I break out in a sweat just talking about it. Is there any help?"

___ a. Aside from your fear, have you experienced any symptoms which lead you to think you really might have cancer?

___ b. This terrific fear just never lets you alone.

___ c. If you have any reason at all to think that you might have cancer, you really should try to control your fear enough to have a medical examination.

___ d. Would you like to try this: Whenever you experience one of these fears call me on the telephone, either here at the office or at home, and talk it over with me? Talking it over oftentimes helps a person to get a grip on himself.

___ e. My guess is that if we trace these fears a bit we'll find that they are not as real as you feel them to be. I think you are punishing yourself for something about which you feel pretty guilty.

8. Woman, age 30.

"I've lived in this town for ten years now, and in the same apartment for seven years, but I don't know anybody. At the office I just can't seem to make friends. I just freeze up. I try to be nice to the other workers, but I feel all stiff and uncomfortable inside. And then I tell myself that I don't care. People aren't dependable. Everyone is out for himself. I don't want any friends. And sometimes I think I really mean that."

___ a. Well, I'll tell you what you can do. You can join a small social group at the "Y." Quite a few people go there who have difficulty in making friends. Most want to start out by taking ceramics, leather tooling or some other handicraft. This gives them something to do as a basis and permits them to make friends slowly and at their own pace. How does that sound to you?

___ b. Possibly if you could tell me a little more about how you go about trying to make friends we could get a clearer idea of what is involved.

___ c. It's gone on so long it almost has you convinced--is that what you mean?

___ d. Maybe your not wanting friends is just to protect you from something else.

___ e. There are a number of things that you might do to learn how to make friends, and the sooner you start the better.

9. Man, age 42. 62

"But can't you tell me what to do? Can't you make a few suggestions? I'm willing to do anything but I just don't know which way to turn. I'll work hard to help myself, if you'll just tell me whether you think it will help me or not. And whether you think I can get over this personality problem. If you'll just tell me what to do, I'll be so grateful to you."

___ a. Maybe one of the important parts of your situation is that you don't have real confidence in yourself. Do you see?

___ b. Really, it's not so important what you do so long as what you do is a product of your own self-dependence. You've got to learn to do the things which are good and right because you feel they are, not me.

___ c. I gather you just don't feel capable of working this out yourself?

___ d. Before it would be possible to answer any of your questions satisfactorily I'd have to have quite a bit of information about you, about your family, your childhood, your work, your relationship with your wife and so forth.

___ e. Well, you've really asked for a lot there, all right. I think I can best answer you in this way: We'll work together talking over these things that bother you. You'll think of some things and I'll think of some things that maybe you've missed. And maybe between the two of us, we'll get to the bottom of all this and figure out a path for you to follow that will solve most if not all the problem. I wouldn't worry too much about it. I think we can be fairly sure of making headway.

10. Man, age 35.

"I expect that if I took this job, with the understanding that Id be given the opportunity to prove my value to the firm-- And had a chance for promotions-- Yes, I believe that's the soundest way to go about it. It's not as spectacular as I would like to have it. No, I don't really want a spectacular job anymore--just a good solid job with a future. Yes. I'll take this job and discuss my plans with the boss quite frankly and honestly. Then my wife and I can get some feeling of permanence and we can buy a home and really think about the future here in this city. The kids need an anchor, too. They haven't had that--but from now on we are all going to have our feet down on solid earth."

___ a. That's fine. The long way around can be the short way home. I think you've really got your feet on the ground now for sure. The kind of thinking you're doing is certainly the most constructive.

___ b. That sounds good to me. I hope you can sell the boss on it.

___ c. I'm wondering if you've investigated the promotional policy of the company to see if the path you want to follow is the one most likely to lead to promotion?

___ d. Of course! As you get older you react more to the pressure for security.

___ e. It may not be spectacular but I gather the soundness of it is what really appeals to you.

11. Man, veteran, age 30.

"What's the use of anything? No one plays fair and square with a guy. The fellows who stayed at home got all the plums. They all took advantage of us while we sweat it out at the front. I hate their guts--every one of them. They are all double-crossers. And my wife--"

___ a. You started to say something about your wife?

___ b. You feel they took advantage of you and it really makes you boil.

___ c. You get angry when you see people trying to take advantage of you.

___ d. I understand how you feel about that, but it's going to block you from getting ahead if you don't try to get away from it.

___ e. You've got lots of company with your anger. It's justifiable in so many cases.

12. Man, age 33.

"I tell you I am in one hell of a fix! I'm in love with the swellest girl on the face of the earth, and she loves me. I'm sure of that. But I'm not worthy of her. I can't ask her to marry. I've got a criminal record. She doesn't know about that. But I know it'll come out some day. No. I couldn't marry and have children. I've got a record that proves to the world that I'm a first class s.o.b."

___ a. Well, it would certainly be unfair to her to marry and to discover about your past later. Don't you almost have to tell her about it now?

___ b. You feel afraid to face her with your record because she might turn you down and you just couldn't stand that.

___ c. Could you tell me a little as to why you're so sure that she wouldn't be able to accept you if she knew about your past?

___ d. Possibly if you were to have her come in to see me I could talk with her and lead her to see that your past is your past and does not necessarily mean that you couldn't have a happy future together.

___ e. You see yourself as unworthy of her beyond all shadow of a doubt.

13. Man, age 27. 64

"I've come to the conclusion that if I'm not happy in the work I'm doing, then I'll get another job. And that's what it adds up to. I've hung on because I spent four years in college getting ready to do it. Now I think I'd be a lot happier if I chucked the whole thing and entered this other field--even if it does mean starting at the bottom and working my way up--"

___ a. You feel that you'd be a lot happier if you could just escape your work and start out in a field where you are more adequate; is that it?

___ b. Whether this is the field in which you'll end up no one can say, but it seems to me quite sound that you are counting more on yourself.

___ c. Have you thought of the possibility of working out a combination line? It seems a shame to just toss out all you've lined up so far.

___ d. You've decided that you'd do better to change.

___ e. How much study have you given this new field?

14 Girl, age 23 (physical handicap).

"I can't do any of the things my sister does. I can't dance or go riding or date the boys. I'm a-- I look at Charlene, and I wish I was her. You can't know the feeling I get deep inside me. I want to be able to have pretty clothes like hers and to go out and have a good time. It makes me sick inside me. But she can't help it. She was born that way. And I can't help it because I was born this way-- And I get this feeling. I love my sister. Really I do-- But I just cried and cried--until I was sick. I want the things other girls have. I can't help it. I'm only human. I know it's a sin to feel as I do. But she has everything and I have nothing.

___ a. I'm wondering, since you aren't going to be able to engage in physical activities as your sister does, I'm wondering if there aren't some other sources of activities which might be satisfying.

___ b. I can appreciate why you'd envy her so, but since you can't compete with her it's not much use in using up your energies with envy. You've got to buckle down and build a world that satisfies you.

___ c. In other words, you feel envious of your sister because you can't compete with her and you feel guilty about your envy because you love your sister too.

___ d. I'd like to get a better idea of just how you react to her directly and how she reacts to you in some of these situations.

___ e. You say in one breath that you envy your sister. You say next that you love her. Now couldn't your feelings of guilt be due to these conflicting feelings?

15. Man, age 27

"I got out of the Navy last month and I thought, 'Now what?' I looked for a job, and right there I ran into a snag. I coundn't make up my mind what to do. I thought I ought to go back to school and finish up and I thought I'd be happier if I signed up for more Navy, and then I looked for a job and nothing stood out as a clear choice. Everything looked good and everything looked bad, and I felt-- Well, what the hell? Am I going nuts? Am I always going to be so messed up inside of me that I won't be able to move in <u>any</u> direction?"

___ a. You're wondering just what's at the bottom of it all.

___ b. Let's go ahead and discuss some of the things--why don't you want them and why do you want them--maybe we can find a clue that will point out the answer.

___ c. I think your criticism of yourself is a little harsh. Thousands of G. I.'s have felt the way you do.

___ d. No, I don't think you need to remain messed up or really that your're messed up now. You're confused, yes, but if you set your mind to it, you'll overcome your confusion and move ahead in a more natural manner.

___ e. You're confused, and alarmed with your confusion. This is to be expected when you suddenly find yourself facing the necessity for making decisions after a long period of having even minor decisions made for you.

16. Man, age 35.

"I know I could make a success of that business. All a person needs is a little overall vision, some common sense, and the courage to try it. I've got that. So-- If I could just get ahold of the cash-- I'd sure take the plunge."

___ a. If you'd think it wise I could give you the name of an investment counselor who'd be glad to go over the proposition with you and possibly give you some good leads on how to seek financial support.

___ b. That's fine! One must feel sure of himself if he expects to make a go of something. To go into something hesitantly can really make it get all mixed up. You're on the right track and I wish you success.

___ c. If you could get the cash to start, you feel sure you could make a go of it.

___ d. You feel sure you could be successful because you now see what is involved in making the thing go. When you see things clearly assurance follows.

___ e. Have you figured out what the risks are as yet?

17. Girl, age 18.

"Oh, I couldn't work through my problem without help. You ask me questions and tell me-- Because I wouldn't be able to-- Honestly-- I haven't got any idea how to go about it. I don't want to-- It's like down at the office, I can't go ahead on my own. I just can't. I want to be told. Then it's not my fault if things go wrong-- And they could go wrong-- Because I don't know how things should be done, I feel so helpless."

___ a. You say it's not your fault if things go wrong even after you've been told what to do. Can you tell me what you mean there?

___ b. You feel that you just aren't capable of doing things unaided.

___ c. We'll need to work on building up your self-confidence.

___ d. Well, I could suggest some of the things you might talk about here in our interview and some of the things you might think about between interviews. I might also suggest some things for you to do about your office work that ought to make it a little easier for you.

___ e. You feel dependent upon someone else for nearly everything you do, don't you? And it probably makes you panicky when people throw you on your own, too. But when people tell you what to do you don't have to assume the real responsibility and hence it's not your fault if things go wrong. They just didn't tell you enough.

18. Man, age 46.

"Well, this new man came into the company. He's a big shot. Has all the answers. Thinks he's going places. But, by God, he doesn't know George P. Quipenque! I'll get ahead of him if I have a stroke trying.

___ a. You feel that you must be out in front. That it is really important to you to be the better man.

___ b. It's a fine thing to try to get ahead but do you think that by starting out with such an attitude toward him you're going at it right?

___ c. And that will probably take a lot of careful planning and thinking. You'll want to go carefully.

___ d. You feel like this man is trying to get ahead of you.

___ e. Why is it so important to you to want to get ahead of this man?

19. Woman, age 30. 67

"It's not that I don't want to do something about it, I just-- Well-- I know what I ought to do, but for some reason or other I just--can't do a thing."

___ a. Maybe if we talked over what you've thought of doing we could figure out what is best to do. It's possible that the answer is something new.

___ b. Let's try to get at what's behind this blocking. Tell me more about it.

___ c. Behind this blocked feeling you're experiencing is a conflict in your desires: you want to and you don't want to.

___ d. You're blocked by something and you don't know what it is, is that what you're saying?

___ e. Are you sure you know what you ought to do? It seems to me that if you really had a clear idea of what you ought to do you'd be able to go ahead.

20. Man, age 60.

"I've got it all figured out. There's nothing for me to live for any more. My wife's dead. My kids don't need me. I'm too old to get a job. Just the fifth wheel on a wagon. And I'm tired of it all. I'm going to end it all, put a bullet through my brain. And rest in peace."

___ a. You feel there's nothing left in life for you.

___ b. When things add up for a person like they've added up for you it really does make it tough to face. And sometimes there doesn't seem to be a way out. Yet-- I think that we may be able to find a way out.

___ c. How long have you felt this way, may I ask?

___ d. Escaping is one way, all right. But have you thought of what it would mean to your children to have you commit suicide?

___ e. It seems to me that you are looking for a way to escape an otherwise intolerable situation.

21. Woman, age 43.

"I've decided that this is not going to help me. All it does is make me realize what I have to do, and I'm sick of taking responsibility. I don't think I'll come back any more."

___ a. Of course it has to be your decision. I can't force you to come. But you certainly aren't going to settle anything by backing away from it.

___ b. This has been too painful to you and now you want to escape the situation which produces the pain.

___ c. It just doesn't seem to fill the bill for you.

___ d. I'd like to know what your thinking has been in coming to this decision.

___ e. Sometimes taking responsibility can be a pretty demanding thing. Possibly if you decided to continue coming we could reach a point where you enjoyed responsibility.

22. Man, age 41.

"I've been married four times and each time I've thought, 'Boy, this is the real thing!' But none of them has ever been like this girl. She's the most beautiful girl you ever saw, and dance! And she dresses like a million dollars. She's out of this world!"

___ a. You've really enthusiastic about her.

___ b. How does she compare with your other wives? How did you feel about them before you married?

___ c. If she s anything like you seem to feel she is, she must be quite a catch. Maybe this time you'll stick.

___ d. You may be making the same mistake again.

___ e. You're looking for some sort of ideal woman, and the only way you can identify her is through her physical appearance.

23. Man, age 29. 69

"I keep remembering how I walked out on Mary and the two kids. Five years ago-- The law never caught up with me. I thought I was pretty smart. But now-- God, was I a heel! I don't see how I could do it. And I'm so ashamed I can't look people in the eye. Now I can't find her--not a trace. Her relatives won't tell me where she is. I tell you, I'll never have any self respect. Never! And I-- I don't know what to do--or how I can even try to rectify my big mistake. I don't know--!"

___ a. There are a number of things you might do to try to find her. You could list her as a missing person and get police help. You could get a private detective agency to handle it for you. You might even be able to get a court order that would force the relatives to give her address.

___ b. When did you decide that you wanted her back? Tell me about the circumstances.

___ c. The hopelessness there seems pretty clearly connected with the feeling of guilt.

___ d. Are you at all sure that you should try to go back to her? If you left her once maybe you'd do it again. Possibly you just didn't get along at all well and you were forced to leave her.

___ e. As you see it then, your behavior is just plain unforgivable.

24. Man, age 39.

"There is no other way to handle this than to destroy them completely. Remember this man was supposed to be my best friend, and he took my wife away from me. And after the divorce he married her. And then he pushed me out of the business. But I've got the evidence to ruin him. I could clean him out, and put him behind bars for the rest of his life. (Laughs bitterly.) Wouldn't that be something? My ex-wife married to something kept behind bars and not a dime left to live on?

___ a. Your desire to destroy them seems to me to be largely a desire for revenge. It may have grown out of the rejection and denial you experienced from both of them.

___ b. Wanting to get even is understandable but don't you think that is going pretty far? I certainly wouldn't do anything I'd regret later.

___ c. You want them to suffer at your hand just as they made you suffer at theirs.

___ d. After all that I can see where it would be really satisfying to see them suffer.

___ e. Has anyone else ever crossed you like that: in business, among your friends when you were a kid in school?

25. Girl, age 28. 70

"I just looked at her. She isn't so attractive as I am. She isn't smart. And she has no style. And I asked myself, 'How does she fool so many people?' Why can t they see through that sticky-sweetness? She can always do a job in a hurry. Everyone is always admiring the way she does thing, and I can't stand it. It just makes me sick. She has everything I want. She got my job. She got Bill--took him right away from me. And then denied it. When I put it to her, I just told her what I thought and she said, 'I'm sorry.' But, well, I'll show her!"

___ a. Is she pretty much like the other girls with whom you've been thrown in contact?

___ b. You feel that she always gets what you really should have.

___ c. It sounds to me as if your're taking a pretty strong attitude against he.. We all have prejudices against people but they seldom, if ever, do us any good.

___ d. You've got a case of plain, old-fashioned jealousy brought on by being thrown into contact with someone possibly a little more capable and slicker than yourself.

___ e. It sounds like you've had some rough treatment from her. She might see it differently, though.

APPENDIX G

INSTRUCTOR AND STAFF APPRAISAL
Public Service Careers Inservice Training Project
College of Social Professions
University of Kentucky
April 1, 1973--July 31, 1973

Each group of trainees actively engaged in discussing the content presented. Interest in child development, problems families face and the constraints placed on the aged in current American society was demonstrated by each individual's verbal participation. Members of the groups were willing to share their own life experiences and risk their opinions freely in group discussion. Group cohesiveness was a significant characteristic of each cycle of trainees. All responses to learning activities was at a high level.

Denzel C. Johnston
Assistant Professor
College of Social Professions

I observed that the participants were very cooperative and that they were quite willing to complete the questionnaires and scales used in evaluating the impact of the training program. To me, it was quite obvious that they responded to the pre-and post-training assessment scales willingly and honestly.

The participants were enthusiastic and open to the ideas provided during training. They appeared to be quite motivated toward taking advantage of the training offered to them. They spoke highly of the training program in Frankfort and of the program in Lexington. There seemed to be a feeling that the training would be most helpful to them in performing the tasks associated with the new positions to which they would be assigned.

Overall, my analysis of the data indicated that the participants developed greater skills in interviewing, more positive feelings about themselves, and a more accepting attitude toward welfare recipients.

Dorothy Mitchell
Research Assistant

In determining the overall success and/or failure of the project, I cannot help but to call to mind the objective of the project; to improve the qualifications of workers who were being promoted to the

position of Food Stamp Eligibility Workers. Of course, this general overall goal included training in personal values, human behavior, and interviewing technique. From my participation in the project it would seem that those involved have reached that goal. Obviously, time did not allow a complete education in these various areas, but ample time and consideration was given to topics that would have particular relevance to food stamp eligibility determination.

I base this conclusion primarily upon the reaction received from the participants in the program. In any educational setting devoted to the training of individuals, it seems to me that the best critics are often the students. In each of the evaluation sessions all participants felt that the training had provided worthwhile information that would assist them in their new positions. They were able to cite specific examples where they felt the training had been helpful. These comments alone point out the need and significance of the project.

Having determined the overall success of the program, I feel the following factors could be improved:

1. There should be a more coordinated effort between the participating instructors to avoid redundancy and repetition.

2. Hopefully larger training quarters could be found with proper ventilation.

3. Have the project continue on a regular basis to assure in-service as well as pre-service education.

4. Fix a time when faculty could discuss the nature of project as it relates to the individual groups.

In conclusion, I would like to state that I thoroughly enjoyed the summer and felt that I was contributing to the betterment of those working with food stamp clients.

Larry S. Pickard
Student Assistant

The training program functioned quite smoothly as a result of the assistance and cooperation provided by the College of Social Professions, University of Kentucky Research Foundation, Kentucky Department of Personnel, and by Public Service Careers. The cooperation offered by Mr. Cal Smith and Mr. Bob Brown, Public Service Careers, and by Mr. Michael Greer, Kentucky Department of Personnel, were particularly helpful in ensuring a successful training program.

As director of the project I felt a sense of personal satisfaction with the results of the training program that was due to efforts of an extremely competent training staff. Each of them appeared to be intent

upon helping each trainee to learn as much as possible. I felt that few inservice training programs have had a more competent staff.

There was adequate evidence to show that the participants were highly motivated and that they developed better interviewing skills, increased their awareness of values and attitudes held by themselves and by others, and that they developed an increased knowledge of factors governing human growth and development. There also seemed to be a heightened awareness of the importance of providing public assistance services to people in need.

Such training programs appear to be most valuable and will likely have a very direct effect on improving services offered to people in the Commonwealth. I would suggest that such "upgrade" training programs be provided to as many workers in public assistance programs as possible and that they be offered on a regular and continuing basis.

Jack C. Sturges
Project Director

"Since I was involved in the previous three-week training sessions, it is difficult for me not to compare these two-week sessions to them. And it is the time factor that I compare. I had felt frustrated that there had not been more time for the trainees to integrate what they were learning on an emotional and intellectual level in the three-week sessions; I felt even more frustrated with these sessions. Trying to make up for the shorter time period by adding another hour in the afternoon just did not work because the trainees' ability to contribute and comprehend gradually diminish during the afternoon as they reached their saturation points. If these sessions were given again I would recommend that the screening of trainees be more thorough since it was upsetting for the instructors to have to be careful of what they said in class due to the emotional illness of two women in two different sessions. But even more important, it was extremely upsetting to the other women whose reactions varied from anger, concern, helplessness, tears, and helpful and unhelpful behavior. Some of them learned from these experiences, but it was a difficult way to learn.

Despite the limited time and the illnesses, I do think that these women took home with them some different ways of doing things which will expand their role beyond fact gatherers to listeners who can begin to pick up on the real concerns of their clients and identify problems."

Susan Wickliffe
A.C.S.W.

APPENDIX H

EVALUATION OF PROJECT PARTICIPATION
Public Service Careers Inservice Training Project
College of Social Professions
University of Kentucky
April 1, 1973--July 31, 1973

"I appreciate having had this opportunity to participate in the Public Service Careers Training Project conducted at the University of Kentucky. The training was well planned and I gained a lot which will help with work in which I have had no experience. I feel that most of this I could have not learned on the job without training. The lectures and discussions caused me to be more aware of human needs and made me look at my own attitudes and feelings to such a degree that some of them have changed. I think this will help me to better understand and work with people."

"In this training, I have learned more of how to deal with the clients, and different attitudes you might run into with different clients. It taught me to try and not show if I am upset with the client about anything he or she says or does. Don't be so eager to pre-judge before talking to the client. I learned that the best thing in interviewing a client is to listen to what he has to say and get a clear understanding of what he is talking about and make him know that you understand him clearly. Try and make the client feel more at ease and that what he tells you is in confidence. In making the client feel more relaxed he will feel more freely to talk to you about his situation which you will get a clear understanding about how to treat his problem or problems. In helping the client you can suggest other types of programs that would help him in his needs. To do things for the best interest of the client."

"I feel that this training program was very worthwhile. It should be offered to every social worker who hasn't had it. A person that has had this training can start to work with more confidence. I found out some things about myself I wasn't aware of --like prejudice, how to cope with a client when he's angry, and how to be a good listener."

"This training program has been a great help to me. It has helped me to realize how a client may feel and how I should react to his feelings. I've learned you should listen to a client, understand and try to help in a genuine way. I feel this training program is very good for everyone. There were a few points I didn't agree with at first, but I can't remember them now. See, this program changed my opinions. I feel everything about

it is good and that every worker should have training of this sort. When I get back to the office and start to work I know my attitudes about the clients will have changed and my response will be much different than before. I've enjoyed these two weeks."

"The Public Service Careers Training has helped me in many ways. Being inexperienced in this field I did not realize there were so many things to take into consideration while interviewing a client. This training stressed the importance of being able to listen to the client and to determine what his problem is and how we can best help him. I feel that class participation and discussion was most helpful in learning how to apply the basic techniques of good interviewing. I know that I will be faced with many situations in my work and hope that I will be able to apply the things I have learned in this training. I am most appreciative of Public Services Careers and to the very capable instructors. This has been a very good experience for me."

"I am very grateful to the U. S. Department of Labor and the Kentucky Department of Economic Security for letting me have this opportunity to participate in the Public Service Careers Training Project. This training has taught me to recognize my responsibility to add my ideas and findings to the body of social work knowledge and practice. I only hope that every employee in this field has the opportunity to participate in this training, as to become a qualified Eligibility Worker professional practice requires professional education, which in the past two weeks I have received and feel my value system always will compel me to be helpful and understanding to the needs of each individual I make contact with."

"I am very thankful for the Public Service Careers Training Project. It gave me some opportunities I had never hoped for such as being upgraded to an Eligibility Worker from a Principal Clerk. Also, the opportunity of coming to training at the University of Kentucky which I had never had before. This training has helped in several different ways. I have learned how to have a better relationship with the client. I have also become self-aware of some of the relationship between the helpee and the helper. Our instructors in this training have been wonderful, and I hope we can have a training session like this each year."

"This training has taught me many things about dealing with people. I have learned it is very important to let the client know he has your attention, that you are listening and that you know what he is saying. Talk to him on a level he can understand and let him know you want to help him. Always be yourself and don't act as if you are way up above your client. Let your client talk and tell his story in his own words. If he keeps hedging and talks about several things you may be able to pick up on a need

he is reluctant to talk about but be cautious how you lead him into telling you about this. Be sure and watch out for your prejudices and don't let them get in your way.

I believe this training could be a great help to all Social Workers, even if they have worked for some time, if they could have the opportunity to take it. For the most part I have been very comfortable in class. I think your teaching methods are very effective. Sometimes Larry would leave me feeling frustrated, empty, cold and something furious. I am sure this was due to my ignorance and inability to understand. I am not criti-zing him for I am sure it was good for me for this must be the way our clients feel many, many times. I'm sure this will make me think a lot of times I might not have otherwise."

"The training has made me more aware of how I feel as an individual. It has taught me how to learn to have more patience with other people as well as myself. I feel that for the most part the training was very successful, but I feel that some of it seemed to be repeated too often. I have learned a lot of things about how attitudes can change and I can say that mine has changed a great deal. In class sometimes I always under-stood the things being discussed and sometimes I didn't understand at all, but when I asked about what I didn't understand the instructor would ex-plain it to me. The training taught me a lot about self-awareness and how to provide the client with the most adequate help. I think all workers should be required to complete this type of training at least once a year."

"To express how I feel and what I have gotten out of Public Service Careers Training Project is very hard to put into writing. I can truth-fully say I have learned a lot. This has made me realize that the person sitting across the desk from me is a human being like me, and that I should treat this person like I would want to be treated. I have also learned so much about myself, I hope by using self control I can be a much better person.

The training staff has been great. They have so much depth in their teaching. I feel that the University is very fortunate to have these people on staff. They have certainly taught in a way that I can understand.

I would like to express my sincere desire to see this training offered to every person in the social field especially those who deal with the poor and needy as this class of people often times are mistreated. I also feel that this training should be offered in colleges everywhere, especially community colleges, as I think more people would be able to take it."

"I feel very fortunate to have had the opportunity to participate in this training. The content of the lectures and class discussions, the difference of opinion, the role-playing focused on interviewing technicques were of utmost importance to me as an individual. I feel this will help me immensely in the new position that I am about to undertake because of becoming more understanding of human needs and motivation, confidentiality, and the interpersonal relationships I will be having with my clients. This training has made me aware of the quality and the extent of services I shall soon be performing, as well as teaching me the basics of Food Stamp eligibility.

I am of the opinion that similar training would be beneficial to all aspirants for employment with the Department of Economic Security and to present social workers, relating to "client-worker" relationships.

I do not feel I could depart from Frankfort and Lexington without expressing a feeling for the wonderful and sincere persons that I have been associated with, worked with, laughed with, and sometimes disagreed with."

"My first reaction to this whole session was the recognition of the intelligence and dedication of the instructors and on the whole -- the well organized atmosphere.

I do hope that I can apply most of the principles (of understanding of all individuals) in my work. I am certainly more aware now as to why people are on Public Assistance. I know now there is always a reason for a man not wanting to work - he is not always just lazy.

I have enjoyed this session so much that I have been asking myself why did I not take advantage of the opportunity I had to finish college and become better informed. Thanks so much for increasing my knowledge at this stage of life."

"The training project that I have just participated in was of great value to me and I feel will help me greatly in assessing and interpreting the needs of my clients. My sense of values has changed quite a bit and we were fortunate in having instructors who pointed out to us our weaknesses in interviewing. The textbook was well written and will be a continual help for reference purposes.

Our instructors went into great depth in the teaching process and we are leaving with greater confidence in our knowledge of how to handle our new positions."